



**DEPARTMENT OF HUMAN SERVICES**

**COURSE OUTLINE – Winter 2018**

**CD 1100 A33 (4-0-0) 45 HOURS 11 WEEKS : CHILD DEVELOPMENT II**

**INSTRUCTOR:** Elizabeth Boileau      **PHONE:** Please email

**OFFICE:** --      **E-MAIL:** eboileau@gprc.ab.ca

**OFFICE HOURS:** By appointment only

**TIME: Monday & Wednesday** 1:00 – 2:50 (January 8 – March 21)

**LOCATION:** D208

**PREREQUISITE(S)/COREQUISITE:** None

**REQUIRED TEXT/RESOURCE MATERIALS:**

Kail, R. & Zolner, T. (2018). *Children. A Chronological Approach (5<sup>th</sup> Canadian Ed.)*. Pearson Education Canada.

**CALENDAR DESCRIPTION:**

This course focuses on the physical, cognitive, creative, and psychosocial development of children from 2-6 years of age and factors that contribute to individual variations in development. Theoretical perspectives and research findings that contribute to our understanding of child development will be examined, as will their implications for practice in Early Learning and Child Care settings.

**CREDIT/CONTACT HOURS:**

3 credit / 45 hours

## DELIVERY MODE(S):

Classroom instruction will include lectures, discussions, small and large group work. Audio-visual materials and other resources will also be used.

## COURSE OBJECTIVES:

- This course will provide students with:
- An overview of the physical, cognitive, creative, and psychosocial development of children from age 2 – 6.
- A description of factors that contribute to individual variations in development.
- Opportunity to examine the theoretical perspectives and research findings that contribute to our understanding of child development.
- An understanding of the implications of theories in Early Learning and Childcare settings.

## LEARNING OUTCOMES:

Upon successful completion of this course, the student will be able to:

1. Identify major milestones in the physical growth and development of children from 2–6 years of age and factors which may influence this development.
2. Discuss the concept of creativity and ways in which early childhood practitioners can support and promote creative development in young children.
3. Use the theories of Piaget and Vygotsky, as well as information-processing theory to explain cognitive development in children aged 2–6 years and will be able to identify ways in which these theories can inform practice in Early Learning and Child Care settings.
4. Compare psychometric theories of intelligence with Sternberg’s Theory of Successful Intelligence and Gardner’s Theory of Multiple Intelligences.
5. Use relevant theories (e.g. Erikson) and relevant research findings to explain the development of self-concept, personality, and emotional intelligence in children aged 2-6.
6. Use relevant theories (e.g. Piaget, Kohlberg, Gilligan) and relevant research findings to explain the moral and social development of children two to six years of age.

## GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

Please refer to the Alberta Transfer guide for current transfer agreements:

[www.transferralberta.ca](http://www.transferralberta.ca)

## EVALUATIONS:

Assignment 1	25%
Assignment 2	25%
Test 1	25%
Test 2	25%

Assignments, class PowerPoints, and handouts will be available on Moodle.

## LATE ASSIGNMENTS:

- Late assignments will only be accepted if prior arrangements have been made with the instructor prior to the assignment due date.
- Late assignments will be docked 5% per week. If the assignment is not received within two weeks of the initial due date, a grade of zero will be given.

ALL assignments and tests MUST be completed and turned in to pass the course.

## ATTENDANCE:

Much of the learning in this class occurs through participation in a variety of in-class tasks. In addition, student assignments will require an in-depth knowledge of material covered in class, including readings. Consequently, absences may affect a student's ability to succeed in this course. Students are responsible for material covered during missed class time.

## STUDENT RESPONSIBILITIES:

It is the right of the student and of the instructor to experience a favorable learning/teaching environment. It is the responsibility of the student and of the instructor to engage in appropriate adult behavior that positively supports learning. This includes, but is not limited to, treating others with dignity and being punctual.

## STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

**COURSE SCHEDULE/TENTATIVE TIMELINE:**

<b>Date</b>	<b>Topic</b>	<b>Assignment/Quiz</b>
January 8	Introduction Chapter 8: Physical Growth	
January 10	Chapter 8: Physical Growth	
January 15	Chapter 8: Physical Growth	
January 17	Chapter 8: Physical Growth	
January 22	Chapter 9: Cognitive Development	
January 24	Chapter 9: Cognitive Development	
January 29	Chapter 9: Cognitive Development	
January 31	Chapter 9: Cognitive Development	<b>Assignment 1 Due</b>
February 5	Review	
February 7	TEST	<b>TEST 1</b>
February 12	Creativity	
February 14	Creativity	
<b>February 19 - 23</b>	<b>Winter Break</b>	
February 26	Creativity	
February 28	Creativity	
March 5	Chapter 10: Social/Emotional Development	
March 7	Chapter 10: Social/Emotional Development	
March 12	Chapter 10: Social/Emotional Development	
March 14	Chapter 10: Social/Emotional Development	<b>Assignment 2 Due</b>
March 19	Review	

March 21	TEST	<b>TEST 2</b>
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